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THE ROLE OF FAMILY EDUCATION IN PERSONALITY DEVELOPMENT

The traditions of family education have been formed for many centuries and established in the human history development. Since ancient times the Ukrainian people have considered family as the sanctuary and the education of children as a sacred duty of parents. Parents used to pass their national spirit, character, mentality, traditions to their children through education.

A human life is primarily associated with the family. This is the closest and most native community for every personality. The process of education and adaptation of individuals to the social environment begins in the family. The value of family impact is sometimes impossible to overstate. The modern understanding of the family importance is very different from that of ancient times. Centuries passed and social conditions of the people changed, but the common belief that family is a foundation of identity formation has always been the most significant. Traditionally family is the main institution of education as it forms the future personality.

The purpose of family education today is to give a high level of literacy and education to a future Ukrainian citizen. On the base of own people's life and experience and the achievements of world science and culture he/she must be capable to take national and regional peculiarities into account, participate in social and economic development of the country, maintain the highest ideals of humanistic culture and democratic relationship of people to defend and protect the rights, dignity and honor of the country.

The content of the family education is caused by the purpose of education in a democratic society and the peculiarities of family education itself. Therefore, its

components are known areas of education: national, moral, intellectual, political, legal, artistic, aesthetic, labor, environmental, sexual, and physical.

The study of family relationships that influence the development of personality is extremely important today. Many scientists (Y. Azarov, F. Baykov, E. Vasylyeva, V. Gurov, E. Kagan) have paid their attention to the problems of family education for many centuries. Thus, according to the Greek philosopher and teacher Aristotle, a child under 7 years is brought up in a family where the parents have to educate his/her by the means of play, stories, and music. Y. A. Komenskiy's system includes the family as the first step in a child's education from birth to 6 years and its main purpose is to protect children from harmful influences, and create a good base for future training and education.

Such educators and philosophers as J. J. Russo, Y. H. Pestalotsti, G. S. Skovoroda believed mother impact to be the most important factor in education. Y. H. Pestalotsti considered family as "a natural teacher" because in the family a child forms a specific attitude to the mother, relatives, and then teachers at school, his/her people and mankind.

O. V. Dukhnovych believed family education as a natural duty of parents. V. O. Sukhomlynsky also regarded the role of the family in the upbringing of the child to be connected with parental wisdom. Family relationships built on duty, responsibility, love, wisdom of the parents are great educational force.

The system of humanistic ideas created by Ukrainian educators, philosophers and artists is a valuable part of national social and educational heritage. Family and society are connected on political, economic, legal, moral, educational, psychological and aesthetic levels. Thus, the family is the first school of the education. Here a child learns to respect elders, care for the elderly and help others. Communicating with family members a child develops a sense of duty and mutual assistance.

Literature

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